

Unit of Inquiry #1 August 20-October 14	Skills	NYSD Standards	Common Core	Core Knowledge Concepts	Essential Questions	Strategies
<p>Who We Are</p> <p>Central Idea: Systems that define our beliefs and values offer explanations about the world around us.</p> <p>Lines of Inquiry (Generalized): • An inquiry into similar (and differences between) belief systems (secular and faith-based)</p> <p>• An inquiry into the different points of view and the impact of spiritual traditions on society.</p> <p>• An inquiry into the impact of spiritual traditions on society.</p> <p>Key Concepts: Faith, Conviction, Perspective</p> <p>Related Concepts: Perception, commitment, diversity</p> <p>Learning Goals:</p> <p>We hope students will understand how religion brings people together and how it can help people answer big life questions. They should also be aware of how religion could be misused to separate people and cause war.</p> <p>We hope students will become curious and respectful of all beliefs and religions.</p> <p>We hope students will see how they can still find similarities with others that seem so different from them.</p>	<p>Compare and contrast</p> <p>Connect past with current events</p> <p>Understand how symbols</p> <p>Research and communication skills</p> <p>Diary writing</p>	<p>I. Culture and Cultural Diversity</p> <p>II. Time, Continuity, and Change</p> <p>III. People, Places, Environment</p> <p>IV. Individual Development and Identity</p> <p>V. Individuals, Groups, Institutions</p> <p>IX. Global Connections</p>	<p>CC.8.S.1.A.1 Explain events, processes, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CC.8.S.1.A.2 Describe the overall structure (e.g., chronology, comparison, cause-effect, interrelationships) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CC.8.S.1.A.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.8.S.1.A.5 Integrate information from two texts in the same topic in order to write or speak about the subject knowledgeably.</p> <p>CC.8.S.1.A.7 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</p> <p>CC.8.S.1.A.8 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.8.S.1.A.10 Come to discussions prepared, having read or studied required material, applying what you have read, and displaying that preparation and</p>	<p>The spread of Islam and the holy wars</p> <p>Islam (along with a focus on religion of Christianity, Buddhism, Judaism, Sikhism)</p> <p>• Know Muhammad as the last prophet of Islam.</p> <p>• Know Allah as the God of Islam and the Qur'an as the holy book of Islam.</p> <p>• Know the Sacred city of Islam is Mecca.</p> <p>• Know the Five Pillars of Islam</p> <p>Declaration of faith, Prayer (five times daily), facing toward Mecca, fasting during Ramadan.</p> <p>Only the newly pilgrimage to Mecca.</p> <p>Know that most religions have an idea for God (or no God), holy book or rules to follow, leaders, sacred sites, and places of worship.</p> <p>The first Muslims were Arabs, but today diverse</p>	<p>How can religion bring people together?</p> <p>How can religion separate people?</p> <p>Why is it important to learn about a different religion than your own?</p> <p>What are the similarities and differences between your religion (yours or theirs) and others?</p>	<p>Technology: Students will use websites to find information on a religion of their choice (Christianity, Buddhism, Judaism, Sikhism, Islam). They will create a profile PowerPoint to present information such as name of the god or leader, name of the holy book, rules, place of worship, holidays, symbols, and any other interesting fact.</p> <p>Primary Sources: Give students the primary source of a speech from Pope Urban II calling people to join the Crusades and a speech from Saladin calling for the reclaiming of Jerusalem. Students will compare and contrast the speeches. What impressions do you get about the Crusades or the fight for Jerusalem? What do each man do to try to persuade the other? Jerusalem, religion, war.</p> <p>Language Arts CC.8.S.1.A.10 Students will research a religion (Christianity, Buddhism, Judaism, Sikhism, Islam) and a specific holiday from that religion. Students will write a diary entry detailing what they did on that day, what day it is (date and holiday), why it is a holiday? Were there any special clothes, food, celebrations for that day? Did you give a place of worship?</p> <p>Historical Citizenship: Students will learn about the fight over Jerusalem between Muslims and Jews. As groups, come up with arguments for both sides and a compromise to end the fighting (possibly as a 10-minute debate).</p> <p>Global Education and</p>

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Resources in Education ,2001-04 **Research in Education** ,1974 Catalog of Copyright Entries. Third Series
Library of Congress. Copyright Office,1970 National Union Catalog ,1980 Includes entries for maps and atlases
Social Studies & the Young Learner ,2003 *The Grade Placement of Curriculum Materials in the Social Studies*
Chester Ora Mathews,1926 The Social Studies ,1925 Curriculum Studies in the Social Sciences and Citizenship Earle
Underwood Rugg,1928 **Dictionary Catalog of Official Publications of the State of New York** ,1981 Includes
information from the Checklist of official publications of the State of New York *A Pedagogical Design for Human
Flourishing* Cynthia McCallister,2022-03-28 In A Pedagogical Design for Human Flourishing Transforming Schools with the
McCallister Model Cynthia McCallister presents a revolutionary paradigm for education that is practical conceptually
convincing and grounded in contemporary behavioral science theory Beginning with the assertion that equality of
educational opportunity depends on access to experiences that are sufficiently appropriate and rich to enable the
achievement of diverse human potentials she provides a comprehensive school design for intervention that demonstrates how
to achieve it Grounded in recent advances in learning science McCallister asserts three necessary conditions for learning the
need for learners to have access to diverse rich environmental experiences the need for them to enjoy fundamental freedom
and autonomy to direct their own learning and access to full and free forms of association In her model these conditions
provide what is necessary for learners to coordinate their minds with others to develop their identities personalities and
talents These conditions are animated in concrete procedures that can be adapted to a wide variety of populations in formal
informal and remote educational settings The procedures take the form of rules that learners comply with in the exercise of
their freedom When they are followed the rules provide a grammar for the social norms that govern the moral worlds of
learners and compel them to flourish Tested over two decades in her work as a teacher scholar and school reformer in more
than 20 NYC public schools the McCallister Method has delivered an innovative and disruptive approach to schooling that
has proven successful in finally transforming low performing industrial schools into 21st century learning organizations
Online support material includes assessments records surveys and more to be used in school design and classroom settings

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effective in classrooms across the country These are selections on global comparative and cross cultural approaches to world
history with individual chapters on art gender religion environment civilizations cities political systems religion and
philosophy literature trade and technology World history teachers from high school to college undergraduate will profit from
its lesson plans reading and multi media recommendations suggestions for classroom activities Otto E. Miller,
Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , **Be the Change** Rita Verma,2010 At a time when
teachers are the scapegoats for all that is wrong with education Rita Verma and colleagues push back by illuminating the

critical and creative roles that teachers and youth are playing to make education impactful The examples in this book model the possibilities for anti oppressive activism through education and inspire Kevin Kumashiro author of *The Seduction of Common Sense How the Right has Framed the Debate on America s Schools* **The Education Index** ,1967 **The National union catalog, 1968-1972** ,1973 **The National Union Catalogs, 1963-** ,1964 **The American School Board Journal** William George Bruce,William Conrad Bruce,1896 Developing Map Reading Skills and Geographic Understandings by Means of Conceptual Teaching Methods Dennis Carmichael,1965 *Learning That Transfers* Julie Stern,Krista Ferraro,Kayla Duncan,Trevor Aleo,2021-03-03 It is a pleasure to have a full length treatise on this most important topic and may this focus on transfer become much more debated taught and valued in our schools John Hattie Teach students to use their learning to unlock new situations *Learning That Transfers* empowers teachers and curriculum designers alike to harness the critical concepts of traditional disciplines while building students capacity to navigate interpret and transfer their learning to solve novel and complex modern problems Using a backwards design approach this hands on guide walks teachers step by step through the process of identifying curricular goals establishing assessment targets and planning curriculum and instruction that facilitates the transfer of learning to new and challenging situations Key features include Thinking prompts to spur reflection and inform curricular planning and design Next day strategies that offer tips for practical immediate action in the classroom Design steps that outline critical moments in creating curriculum for learning that transfers Links to case studies discipline specific examples and podcast interviews with educators A companion website that hosts templates planning guides and flexible options for adapting current curriculum documents Library of Congress Catalogs Library of Congress,1970

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